

□ | \$ > Σ ≤ □ Δ V \$ ε >
 ≤ □ ε V \$ 5!

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What do the symbols at the top of the page say? Let's examine what is required to decode the message.

To begin, you need to understand that the symbols are to be read, not colored with a crayon, torn up, or disregarded.

I = W □ = O

Next, you must have sufficient *control of the muscles* in your arms and hands to bring the paper close enough to read.

\$ = A

Your eyes will have to be trained to move in a *left to right pattern* across the page in order to decode the message.

ε = R V = E

Your *visual discrimination* skills must be acute enough to differentiate between the symbols. And you need to understand that it is the symbols that need to be decoded, not the white spaces between them.

5 = D

Hopefully, you possess an *attention span* that allows you to concentrate on the task. You must also *have a desire* to decode the message to struggle toward its interpretation.

□ = I

To decode the message, your *grammatical skills* must be finely tuned. You must be aware of the beginning and ending of the message and use your *auditory discrimination skills* to put the sounds represented by the symbols together.

Δ = L

A *background of experience* must be referred to now, as it is extremely essential. You will not understand the meaning of the message unless you have had previous acquaintance or experience with the ideas presented there.

Σ = T

If this task is challenging to an adult, it is a mammoth undertaking for a young child. As you guide children along the road to reading, consider the multitude of skills and experiences you will help them to acquire. Recognizing all that is involved in learning to read will help the teacher to be patient and to analyze where each child is having difficulty.

> = N

Have you read the message yet? Congratulations! Eventually, one does discover that to really understand the message, you have to *read between the lines!*

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